Children Working in Mining Industry

Child Labour Status Report 2009
Rapid development has been spurring the mining industry in Nepal. Until the early 1990s there were just a few mining sites producing gravel for house and road construction. In areas such as the Chobar Gorge, widows with families would be seen, eking out a living, breaking rocks along the roadside, while camping in temporary shelters. During the 1990s the population in Nepal’s cities grew rapidly and building construction techniques changed requiring greater quantities of gravel. At the same time the road network was expanding in many districts which increased demand for gravel. There are very few large crusher machines and so most of the gravel is broken from larger rocks by hand. As demand increased so too did the numbers of people looking for work willing to turn to mining. Families displaced by conflict or poverty moved to riverbeds and mining sites to mine rock for gravel and sand.

In the mid-nineties the first concerns were raised about child labor with children involved in coal mining in West Nepal being assessed. UNICEF and ILO conducted a survey in 1999 and found 115 children working in five coal mines in Dang and Rolpa in dangerous conditions. Most were involved in portering the coal from mines to roadheads but some were also involved in digging coal. Even the children doing portering were going down dangerous minshafts to collect coal. Young girls are also engaged in mining “rato mato” (red earth) which is used to plaster the floors of puja rooms and other rooms and walls. Often this mining is done for personal use but increasingly girls are engaged in digging this soil for sale in urban areas. These poorly managed excavations often cave in killing young women.

The last ten years have seen a massive expansion in the number of mining sites for both rock and sand. Increasing numbers of impoverished families camp along the riverbeds and children live and work alongside parents. Some work just seasonally. Concern did a survey in 2002 and estimated the number of stone quarries at 1,600 with 32,000 children working. The experience of Brighter Futures has found these families to be highly mobile. Many of the younger children are marginally involved in mining but still suffer from the health impacts of the poor living conditions and an interrupted education.
Mining – A Worst Form of Child Labor

Child labor in mining is considered a worst form of child labor for two reasons - the dangers from the work environment and the risk of accident or injury doing mining work.

The work environment is such that the children are constantly exposed to risks to their health and safety. In the coal mines the underground tunnels are not well constructed and are unsafe. For those mining rock or sand along the riverbeds the sites are constantly dusty and the rivers can have flash floods. Young boys who enter the rivers to dig out sand often become tired in the freezing water and are swept away. Open mining of sand from hill faces and surface mines for “rato mato” regularly claim workers lives as little attention is paid to safety. The living conditions are also poor at most of these mining sites with no shelter from the sun or rain. Sanitation is also not provided as most sites are temporary.

Children doing mining work are also at risk of injury, particularly those engaged in breaking rock. Rock is usually broken with a hammer and shards of splintered rock can result in injuries to the eye or children can accidentally hammer their hands or feet.

For adolescent girls most mining sites pose additional risks of sexual exploitation and trafficking. Many are located close to highways to transport the rock that is mined and these girls become a target for traffickers.
Mining In Nepal

Mining in Nepal takes place in almost every district but the largest stone mining operations take place along the rocky riverbeds of Dang, Kaski, Rupandehi, Kathmandu, Lalitpur, Dhading, Kavre, Makawanpur, Jhapa and smaller mining operations in many more districts. Coal is mined in very limited quantities as Nepal's coal is not of particularly high quality. Coal is however mined in an area that falls within three districts in Dang, Salyan and Rolpa. Sand is mined from riverbanks and even from riverbeds during the monsoon. Some of the most dangerous mining is of hillsides for sand about the Kathmandu Valley. At these sites collapse of the excavated hills is common with workers being buried.

Mining is regulated by District Development Committees and the Department of Mining. District Development Committees (DDCs) are the local authorities, who provide licenses to the highest bidders to operate quarries on the riverbeds in annual basis. Increasingly vast quantities of mined rock is exported to India. Concern (2002) estimated that just 30% are officially registered with the government. New rock mining areas are emerging in Khotang, Udayapur and Dhankuta as road links improve making extracting rock to other areas possible.

Children in Mining

Two sources of information exist on the children in mining. Concern conducted a study of 208 children in 14 districts in 2002. The Brighter Futures partners identified 2782 children in mining in 17 districts. Many child porters are also indirectly connected to mining transported mined rock and sand to markets or roadheads.

The majority of the children found by both Concern and Brighter Futures partners were in the 10-14 age group. Brighter Futures partners found 10% under 10 years of age but many more children at mining sites playing and accompanying parents while they worked. Concern found 22% of children were under 10 but how many were actually working and how much was not determined. Daily wages are not paid to the sand and rock miners. Broken rock is sold by volume to the contractors and so the more broken the greater the income for the family. This encourages older children to assist parents and DDCs rarely inspect or remove working children from these sites.
When considering the gender of working children for those under 10 boys and girls are present in equal numbers at mining sites. However in the 10-14 age group the ratio of girls to boys changes dramatically with far more girls being in this form of child labor. The boys from these families are often shifting from mining work to better paid work in other equally exploitative work such as in brick factories.

<table>
<thead>
<tr>
<th>SEX</th>
<th>Below 10 Yrs</th>
<th>10-14 Yrs</th>
<th>Above 14 Yrs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>136</td>
<td>1378</td>
<td>358</td>
<td>1872</td>
</tr>
<tr>
<td>Boys</td>
<td>140</td>
<td>649</td>
<td>121</td>
<td>910</td>
</tr>
<tr>
<td>Total</td>
<td>276</td>
<td>2027</td>
<td>479</td>
<td>2782</td>
</tr>
</tbody>
</table>

At most mining sites the families come from remote VDCs of the same district in search of work or have migrated from other districts in search of work. The largest numbers of children are from the Janajati-ethnic minorities and Dalit communities but poor families from all caste and regions resort to mining.
Why work in mining?

Child and their families give a variety of reasons for having migrated to do mining work. Many claim that the political conflict forced them to flee or that other work disappeared in their home communities. Most families say unemployment and landlessness caused them to take up mining and as they are paid on piece rates by volume the more members of the family that work the better. No special skills are needed and there is a ready market for gravel/broken rock. Some of the children found on the riverbeds mining are orphans and have joined up with relatives to survive but most are with intact families.

The Brighter Futures program partners identified children engaged in mining work in 19 districts. However the largest concentrations of child laborers in mining were in Dhading (1146), Dang (373), Makawanpur (387), Banke (147) and the Kathmandu Valley (121) with smaller numbers in other districts.

"My father was a bus conductor and was in an accident. After that he could not walk and we moved to here from the village and now we carry the rocks to him to break.

Child miner, Dang
Landless Migrant Family Surviving From Mining

Sarswoti Darji is 14 years old and she is living with her family in Neelkantha VDC, Dhading district. Sarswoti was born in Madhuwan VDC but her family moved from there for work as they owned no house or land. This Dalit family of four have all been living and working at the mining site for three years. Sarswoti earns about Rs 600 per month from her mining work. While Sarswoti is now of legal working age under Nepal’s child labor laws she is not allowed to work in mining until she is 16 years old. She has already been working for three years.

Sarswoti was a school drop out and was working to help her family. The Brighter Futures program through Prayash Nepal helped by providing a scholarship to pay for Sarswoti’s stationary and uniform which helped give her the opportunity to study without having to work.

Sarswoti says “This program is very useful for me. This program has changed my life.”

As Sarswoti gets older her school expenses will grow. She is entitled to a Dalit scholarship from the government but this is very small. Sarswoti wants to stay in school and says that one day she would like to be a good teacher. Sarswoti’s mother is very supportive but she too is concerned that long term help will be needed if they are to be able to keep Sarswoti in school.
Education For Mining Children

Under the Brighter Futures program, World Education and its partner NGOs have provided a range of support to children in the mining sector. This support has included nonformal education, school scholarships and support through Parent Teacher Associations to improve the access and quality of schools in mining areas, and a range of vocational education options for older children. A small number of the most needy families were supported to diversify family livelihoods, increase incomes, so as to be able to keep their children out of child labor.

A. Nonformal education- NFE

A large number of children in mining have never been to school, have dropped out of school or have attended school irregularly due to their parents migration for work. Of the 2,782 children identified and prioritized for support that were engaged in mining work, 58% of children needed nonformal education. Depending on the location and the numbers of children these children attended classes just for mining children or mixed classes with other child workers or children at risk. The children were enrolled in classes using the Jeevan Shiksha curriculum either in regular classes or through centrally located Open Learning Centers; in girls only, Girls Access to Education classes, using the Lalima curriculum where appropriate; and in the early stages of the program many used the government’s Naulo Bihani curriculum.

Non-formal education classes were popular with the children and their parents many of whom are very concerned that their children are not in regular school. Facilitators found the use of pre-testing to determine literacy and numeracy skill levels helped them to build on the existing skills the children had. Parents, children and facilitators all reported that classes provided a valuable space for children to socialize and changed the behavior and confidence of the children. It was also valuable for preparing children to return to school or move on to vocational training.
Major Challenges

Providing nonformal education for children in mining proved very challenging at some sites while at others with more stable populations it was easier to run classes and then transition graduates to school or vocational training.

- **High Migration** – The children at mining sites are in constant flux with new families arriving and others leaving. This results in high dropouts as families relocate to home VDCs or new mining areas without classes.

- **Wide range of Ages, Abilities and Interests** – Children in mining are of different ages and abilities with many having had some past formal schooling or NFE participation. This challenges facilitators to provide multi-grade multi-level classes.

- **Irregular Attendance** – Children from impoverished families take up mining to survive. Many encourage their children to help break rock to maximize family income and discourage children from attending classes when times are difficult.

- **Transition After NFE** – As families are often moving it is difficult to enroll children in regular schools. More Flexible Schooling options need to be available in major mining areas such as Dhading.
Lessons Learned

- **Monitoring**—Regular monitoring is needed by partner NGOs, World Education and other related organizations in the district level. Monitoring mechanisms to track and support migrant children in NFE and ensure successful transition to formal school are vital to remove children from mining.

- **Duration of Support**—Long term educational support is needed for the children of poor mining families from Government and Non-Government Organizations. To successfully mainstream these children in society long-term government plans, ownership, follow up and support are needed with extra support from civil society.

- **Family Livelihoods**—Many of families in mining have fallen on hard times. Many are landless and loss of employment, an accident or illness, being widowed or abandoned forces families into mining and migration from one mining site to another. Families engaged in mining need to be given a priority and included in poverty alleviation or livelihood development programs. Mining rock by hand is gradually being replaced by rock crushing machines and these families need more support to develop alternative livelihoods either in their home communities or the areas they are now settled.

- **Linkages**—Children from NFE need to be linked to support from other organizations for a holistic approach. Other services such as health and family livelihood development are needed as no one organization can meet the complex needs of these children.
B. School Support

Of the children in mining there are two groups; children who have dropped out of formal school and those who attend school irregularly so that they can do work in mining. For those that have not been out of school long or those who meet school costs through mining, in-kind scholarships were provided. In all 28% of mining children were enrolled in to formal school and received school support from Brighter Futures. Most of the children are now studying in grades three and four and enrolled in school after completing NFE classes while some were school dropouts or attending irregularly due to financial problems.

To help meet the hidden costs of schooling and build the capacity of schools in mining areas to keep children in schools, public schools in the areas were supported through Parent Teacher Associations.

**Major Challenges**

- **Legal Identity** – Many mining children and their families migrated from other communities and had no birth certificate to enroll in the school. In 2006 Brighter Futures partners worked with government and UNICEF to relax this requirement enabling many more children from this sector to enroll.

- **Family Poverty** – Children are torn between their desire to attend school and their wish to help the family earn the money it needs to have sufficient food, shelter, pay for schooling and have a better life. The motivation of teachers, parents, PTAs and other NGOs and helped the children from the poorest families persevere with their studies.
I Want To Be A Teacher

Ganesh dreams of one day being a teacher. Ganesh is now 11 years old and has moved around a lot in his short life. He was born in India while his parents were working there. His parents returned to Dhading where their home is. For the past two years they have been living in a VDC near Dhading Bazaar. His mother is working in a stone quarry and father is doing agricultural work.

Ganesh started rock mining with his mother a year ago. Ganesh developed hand wounds and had eye problems from the dust and sometimes had fevers when mining. He was earning Nrs 500 per month from his mining work, which he contributed to the families survival income.

Ganesh was identified by Brighter Futures partner Prayash Nepal for a scholarship to enable him to attend school. Ganesh first attended the Brighter Futures NFE class in his area and is now studying in class four. He is a good student in his class. Ganesh is applying what he learns in his day-to-day life. He is planning to pursue higher education as he is very interested to become a school teacher. Now that Ganesh is attending school he only goes to work occasionally with his mother. What little he earns he puts towards his studies and the rest he gives his parents.

Ganesh wonders what will he do if he can not get a scholarship. He knows he will need financial help for his higher education if he is to escape a life of mining work. Ganesh says "The scholarship program with study materials was very good. This scholarship program is very helpful for children like me. I think you should improve and continue this program."
Parent Teacher Associations

The schools in mining areas have seen more and more poor families migrate and stay long-term in the areas close to mining sites. As education is free and compulsory according to government policy, schools in these mining regions lack the resources to meet the learning needs of these poor and needy children. Parent Teacher Associations were legally required from 2003 but most schools did not know how to form a PTA or how to use it to support the school. The Brighter Futures Program focused on working with schools attended by the mining children. Some of the successes of these PTAs have been:

- **Mobilization of parents for inclusion** – PTAs have become very aware of the children in the school catchment through school mapping. Each year they mobilize to enroll as many of the out-of-school children as possible.

- **Scholarships** – PTAs more often involve parents from disadvantaged groups compared to School Management Committees. As a result they are more aware of which students need scholarships and which are working children and so are better advocates for these children getting government scholarships or fees exemptions etc from the schools.

- **Monitoring and School Attendance** – PTAs have greater links to parents and have been effective in many schools connected to mining sites to get communities to push for children attending school regularly and not skipping school to work.

- **Income Generation** – PTAs in mining communities have been proactive in helping schools create alternative sources of income so that poor students are not burdened by unnecessary fees. They have also invested in school upgrades to improve quality.
The Nearest School to the River

Nava Jyoti School is the nearest school to a large rock mining site on the banks of the Trisuli River. The school has about 300 children from mining families attending. Most of the families for years and are in fact long-term residents. These families being extremely poor and not fully integrated in the community have over the years been less supportive and engaged in the school as compared to other families. The children of mining families tend to have irregular attendance (mainly to work) and many need scholarships.

The Brighter Futures program helped train and mobilize the PTA in Nava Jyoti School. Over the years they have brought about many changes in the school and greatly improved the educational opportunities for hundreds of mining children. Each year they mobilize parents for the Welcome to School Campaign to get all the children enrolled. This school’s PTA also holds regular mothers meetings to promote attendance and learning outcomes. They have been able to get more scholarships for the mining children though not enough scholarships are available for the number of mining kids needing them.

To support the school more the PTA took a matching grant from Brighter Futures and opened a canteen where kids can purchase tiffin (lunch snacks) at a modest price. The income from this is used to help support the school. They also started a school library. Once organized the PTA has raised support from other sources. Room-to-Read has helped build up the library and Japanese donor supported an additional classroom. With the help of the PTA the school has now upgraded to include the High School grade levels 9 and 10. The PTA members say their vision is to upgrade the school to provide Grades 11 and 12, the Higher Secondary level. The PTA has shown that with organization and support the community can help expand educational opportunities for all the children in the community.
Lessons Learned

- **Outreach and Flexible Schooling** – Some schools are located close to permanent mining sites where children can attend regularly. Others though have families migrating up and down the riverbed across the mining season then returning to home communities for the monsoon. These schools need flexible schooling classes to link the mining children and enable them to continue formal school grades.

- **Parent Teacher Associations** – PTAs can play a vital role in identifying children engaged in mining or in mining families at risk of entering child labor. Through Welcome to School they can boost enrollment and through regular monitoring and motivation efforts with parents get these children attending regularly. They can also reduce financial barriers and increase access to government scholarships.

- **Long-term Support** – Long-term support for the children's education by Government and NGOs are needed if these children are to be able to go on through High School. Government scholarships are often given in small increments – too small to even buy a school uniform- and are often not available for all who need them or at the higher grade levels.

- **Linkages** – The NGOs working with mining children often work out of sight of donors. They need greater visibility to access the resources and services needed to help these disadvantaged families. Linkages with other organizations are also needed as many families have multiple needs including needs for health services, legal identity, skills training, access to microfinance and poverty alleviation programs.
C. Vocational Training

Most of the children identified in mining were too young to be eligible for vocational training. However after nonformal education many were almost legal working age or were almost of legal working age and were unlikely to successfully transition to school. Of the 2,782 children supported by Brighter Futures 14% of the children were provided with vocational training. For most of the older children in mining self-employment training was provided. Through discovery learning the young entrepreneurs learnt how to identify a business opportunity, how to develop a business plan, keep accounts, make technical linkages and develop their market. The children ran their first business together as a group enterprise and then either continued with this or started new businesses alone or with friends or family. During the training they also learnt money management skills and started small self-help groups or joined existing microfinance groups. The children who attended vocational training faced special problems when they lacked legal identity as this prevented them accessing government help or from opening a bank account. Many also needed ongoing technical help from NGOs or government to build up their business and access to larger credit facilities. Of the children that attended vocational training nearly all of them have become self-employed. The incomes they earn range from a few hundred rupees a month to Rs.5,000 a month easily replacing the small amount most were earning from mining.
Lessons Learned

- Career Counseling—Children in mining have had little exposure to the world of work and have few ideas of potential careers. NGOs need to put more effort into career counseling for this group of child laborers.

- Business development—Self-employment is often the only option for children in these disadvantaged communities. Greater help from local businessmen, local government and NGOs is needed while they build up their businesses to be viable enterprises.

- Apprenticeships These children are often school drop-outs with limited literacy and numeracy skills. Many would benefit from apprenticeships but mining is often located in rural areas with few employers able to offer apprenticeships and few employers. Local government and businesses need to create more apprenticeship options on public works or construction projects for these children to access opportunities to build skills.

- Weak Rural Markets—Even when skilled and highly motivated youth start enterprises to provide services or produce goods weak local markets are a challenge. Local governments and business leaders need to be encouraged to support youth entrepreneurs by sourcing as many goods and services as possible locally.

A Future Policeman

Ram Mehata wants to be a policeman and serve his community. Ram is 13 years of age from the Maitheli community living in Biranagar city of Morang district. Ram’s family rent rooms where he lives with his parents and older brother. His father is working as a rickshaw puller and his mother is working in teashop. Ram and his brother have been breaking rocks for five years now. Ram can earn Rs.50 rupees per day from mining work. Sometimes he has been injured.

Ram first joined a Brighter Futures NFE class and later was supported to go to school. Ram has built up his literacy and numeracy skills and is using them to help his family. Ram is very careful not to drink alcohol or smoke as many of the older boys do. Ram was earning Rs.1500 per month when he worked full-time which he used to help the family. Now that he is going to school he can only work part-time. Ram says his family would need more help if was to stop work completely. His parents though are supportive and Ram says one day he wants to be a policeman and serve the country.
D. Family Livelihood Development

The children of families in mining are usually working alongside their parents whose extreme poverty or landlessness have driven them to be in mining and to engage their children in child labor. Strategies to help diversify family livelihoods and increase income so that children do not need to work are important components of work with children in mining.

The Brighter Futures partners worked with mining families along rock mining sites on riverbeds and in coal mining communities. Families were organized into small self-help groups to do savings and credit and to support each other to develop alternative livelihood strategies to reduce the dependency on mining. The greatest challenge facing NGO partners was that all the families in mining need help and not all could be helped.

**Lessons Learned**

- **Microfinance** – Groups of families were very successful at making savings and taking loans to improve their families situation. Across the groups the families reported being able to manage lean periods and crisis such as medical problems better. They often reported less indebtedness to contractors giving them greater flexibility in where they work and when.

- **Links to Microfinance Intermediaries** – The women and men in small self-help groups need to be linked to larger established networks and co-operatives and bank microfinance schemes. As many are migrants they are not trusted by members of these existing groups or are unable to join or open a bank account as they lack legal identity papers.

- **Income Generation Activities** – Families developed family plans for their livelihood to increase income. Using matching in-kind grants and loans from their groups they invested in a range of activities including livestock rearing, commercial agriculture on leased land and small grocery shops.

- **Landless Migrants** – Many of the families have no other reason for being where they are, than that there is mining work. Building jobs or alternative livelihoods in these communities may not make sense if they have stronger family tiers with their origin community. More comprehensive rehabilitation strategies are needed that can help these families identify where they can best make a living long term and develop skills or businesses that would support them in those communities.
Time For a Change

The riverbanks at Mahadev Besi are a hive of activities with whole families breaking rock. Along the riverbeds hundreds of child laborers have been working for years. Families that came for a few months have ended up staying here for years. The Dunawar family are typical. Fifteen years ago this Janajati family migrated here from Udayapur district. With no legal identity, no proof of Nepali citizenship, or documentation many opportunities are closed to them. They cannot get a drivers license, vote, own land and for many years children were unable to enroll in school if parents lacked these papers.

The Brighter Futures program partners identified 118 families that needed support to improve their livelihoods and make them less reliant on mining so as to remove their children from child labor. The program helped the parents to form self-help groups. Normally each family from the Danuwar families’ group earns about Rs.900 a week with the whole family working. In the past the Danuwar family has taken loans from the contractors—especially during monsoon when there is no mining work and to pay for Dasai expenses. Two children from the family were supported with scholarships to attend the local school.

Through a series of meetings ten families organized themselves into a self-help group. Through the project two orientations and trainings were provided for the group leaders. First they started saving Rs10 per month which they have now increased to saving Rs.50 per month. Then the project provided a series of Livelihood Workshops to help the members assess their opportunities and identify potential activities that they could be engaged in. Each family identified an activity and the project through small grants supported training or the purchase of the necessary materials. Families supplemented this with loans to build up these enterprises. The group members point to the benefits of doing microfinance as being no longer needing to loan from the contractors and having money to invest in other activities.

The Dunawar family purchased a pig which has since produced 10 piglets. They have now sold 8 for Rs.2000 each-as much as they earn from four months breaking rock. Now they can afford to spend on more on the children’s education and are able to ensure children are regular in school as their mother doesn’t need them to work. The family dreams of buying land and moving from the riverbank – but first they need citizenship to do that. For now she wants to scale up pig raising efforts.
Changes in child labor in the mining sector

The mining sector grows and draws in new families who arrive desperate with children in tow. Families already in the major mining areas have been reached and are aware of minimum working age and the restrictions on children working in mining. Most are sending their children to school but break the law by allowing children to work occasionally out of school hours or during school holidays. New families are often unwilling when they first arrive to enroll children in local schools and prevent them working. Most see mining as a short stop gap measure. Experience shows though that once in mining many end up staying for years on end.

There are a number of other stakeholders working in mining areas in addition to the NGOs working through the Brighter Futures program. In Dhading a number of NGOs have run programs and many continue to provide support. Child Development Society ran a program for a several years and continues to support 900 children with long-term school scholarships. Local government has made efforts as have local CBOs. The DDCs in most districts have shown little interest in regulating child labor at mining sites. Their staff regulate mining contractors and collect fees but as children are with families are often unclear as to how to address child labor when confronted with families working on piece rates for no specific employer. UNICEF and ILO have supported activities to provide education including Early Childhood Education at some of the sites particularly in Kaski and Dang.

Before the Brighter Futures program very few children at these mining sites were attending school. Now most of the children are going to school. School scholarships and family livelihood development have proven the most effective strategies for keeping children in schools and out of mining.
Best Practices/Recommendations:

Improving Family Livelihoods – Only the poorest families migrate to take up this work and only the most desperate deny their children an education by putting them to work full-time. Activities to diversify family livelihoods play an important role in keeping children in school and out of child labor.

Social Safety Nets – Many families end up in mining due to a death or an illness causing debt, loss of land or disability. Widowed or abandoned women and children also end up more in mining. A greater priority needs to be given to assisting families in crisis to reduce their vulnerability so that even if they do engage in mining they are not forced to engage children as well.

Microfinance – Microfinance is an important tool for helping the mining families cope during the monsoon season without getting into debt and to enable them to save and invest in alternative livelihoods.

Lack of Legal Identity – A lack of legal papers has made the poor families situation more complicated. They are often excluded from development programs as they are not considered legal residents, cannot open bank accounts, migrate abroad for work, open a business or vote. In the first years of Brighter Futures they could not enroll their children in school. Greater efforts are needed by DDCs to ensure all these Nepali citizens have legal identity even internal migrants.

Greater Support for Schools in Mining Communities – As mining is an occupation that serves as a safety net for Nepal’s poorest families, the children in schools close to mining communities need more support than the general population. District Education Offices need to allocate more poverty based scholarships and support in these schools.

Transfer Certificates for Migrant Children – To ensure “Free and Compulsory” education greater flexibility and efforts to provide transfer certificates and to enroll migrating children in new schools are needed.

Role of DDCs to Control Mining Sites – DDCs have the control over mining sites and need to do more to prevent child labor and to improve sanitation and safety at these sites.
**Hammer Time**

When he’s not at school or doing his homework, 12-year-old Ganesh Gurung breaks rocks down by the river beside his mother. Uneducated herself, she says the family moved just south of Kathmandu to Dhading Besi - where demand for construction material to bolster the building boom in Nepal’s capital city is met - so her children could get a better education. But Ganesh’s father doesn’t work, and Ganesh has to.

The communities breaking rocks belong primarily to ethnic minorities. Children, like Ganesh, start breaking as early as eight years old. With a day’s labor, he can fill a bamboo basket, earning 20 rupees (US $0.25). At 12 years and older, children begin carrying the loads to pick up points. Clutching his hammer, the breaking seems to have hardened Ganesh...

At home, books in hand, Ganesh lights up.

Through the Brighter Futures II program, Ganesh and his brother received school support from World Education for the past two years, ensuring that they have the necessary school supplies like book bag, stationary, uniform and shoes to go to school.

This year, World Education is assisting Ganesh’s mother with training and support to join a savings and credit group. She says, “We earn as we sell rocks, and feed ourselves with that. I had no idea how much we earned, and never saved. Now that I learned about saving, I set aside 50 rupees a month, and am thinking of taking a loan to raise chickens and goats so I can earn on the side,” and adds, determined, “I have to continue educating Ganesh.”
The Coal Mines of West Nepal

It was concerns about children working in coal mines in west Nepal that prompted the first research into child mining by UNICEF and ILO. As part of the Brighter Futures Program, SADIKA, an NGO partner accessed children working in the coal mining area of Dang and Salyan. They found around 400 children in Salyan and 200 children in Dang districts working seasonally. The children were really engaged in mining with most doing portering of loads of coal from the mines to the near by road end. The coal in this area is mostly fine coal dust and can be very harmful to the health of workers.

Through the baseline survey they identified 373 children in need of services (70% girls and 30% boys). Most were working alongside their families. The greatest number were in Dhanbang VDC of Salyan district. Over seven years 359 children were provided with different educational services to remove them from child labor.
"When I grow up I want to be a teacher."

Child miner, Makawanpur
Families migrate to the riverbeds to mine rock setting up temporary shelters. These shelters become home for the long, cold months of winter.
World Education Brighter Futures partner NGOs providing services for children working in the mining industry.

- PRAYAS- PrayatnaSikl Community Development Society
- Integrated Community Development Center
- Community Women Development Centre (CWDC)
- Pokhara Chamber of Commerce and Industry
- Backward Society Education (BASE)
- Samudayik Digo Bikash Karyakram (SADiKA)
- Gramin Mahila Utthan Kendra
- Gramin Mahila Bikash Sanstha
- Child Contact Center
- Chartare Youth Club (CYC)
- Ama Milan Kendra (AMK)
- SAATHI
- Concern - Nepal
- Rapli Green Society
- Community Family Welfare Society
- Child Protection Organization
- Rural Reconstruction Nepal
- Child Welfare Society
- Nepal Education and Social Development Organization (NESDO)

The Brighter Futures Program is an eight year initiative supported by the USDOL with matching support from UNICEF, WFP and private donors to eliminate child labor through education. Over eight years the project has provided educational and other support to 43,291 children working in the worst forms of child labor in Nepal and 72,140 children at risk.

Child Labour Status Report 2009
prepared by World Education and its NGO partners

Funding provided by the United States Department of Labor under cooperative agreements
Cover Photo: David duChemin, other photographs by World Education staff unless otherwise stated.